DOCUMENT RESUME

ED 382 007 FL 022 901

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TITLE A Bibliography of Sources for Intensive English Program Administration.
PUB DATE [95]
NOTE 20p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Case Studies; *English (Second Language); Higher Education; Information Sources; *Intensive Language Courses; *Program Administration; Program Costs; *Second Language Programs

ABSTRACT

The bibliography presents over 100 citations of papers, articles, and reports on diverse aspects of the administration of intensive English language programs. The works are produced by both individuals and organizations. Citations include basic bibliographic information and a brief annotation. Topics addressed include: specific program profiles and histories; costs; testing and student evaluation; faculty and staff development; program and curriculum planning; quality control; student advising; leadership; accreditation; gender differences in administration strategies; problem-solving; program evaluation; databases; foreign student characteristics; administrator role; faculty role; program self-evaluation; faculty portfolios; student development; student recruitment, selection, and placement; enrollment forecasting; organizational development; student acculturation needs; program design; administrative effectiveness; administrator evaluation; management systems; writing centers; administrator training; student life and services; ethics; advancing technology; and program innovation. (MSE)

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ED 382 007

# A Bibliography of Sources for Intensive English Program Administration

Mary F. Gawienowski

Abdullah, N. A. (1995, April). Coming of age: A Malaysian-American IEP in transition. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Long Beach, CA.
Presentation by one of the founders of an IEP in Malaysia that worked with Indiana University to set up a rigorous English program. Issues such as status of the IEP in the university, faculty hiring, cultural differences/miscommunication, and others were addressed.

Adams-Davis, J. & Hamrick, J. (1995). Where does the money go? Comparing IEP administrative costs. Teachers of English to Speakers of Other Languages Convention Program, 332. (Abstract No. 3697)
A comparison of budgets and structures between 2 IEPs. [An audiorecording of this session is available from TESOL.]

Alderson, J. C. (1990). British tests of English as a foreign language. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 41-49). Washington, DC: NAFSA.
Describes the different system of testing and test development in the U.K. It also discusses a study which looked at issues of comparability and predicability between the U.S. TOEFL and the U.K. CPE (Certificate of Proficiency in English). No results are offered as this article was written before the study was completed.

Angelis, P. J. (1990). English language testing: The view from the English teaching program. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 19-26). Washington, DC: NAFSA.
Discusses the types of on-site placement testing that are possible for determining the level of incoming international students. Also addresses issues related to re-testing students once they get to campus and setting up placement policy.

Angelis, P. J. (1982). Student evaluation. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 81-87). Washington, DC: NAFSA.
Covers different tests types that may be part of an IEP, such as placement, curriculum specific, and assessment/achievement. Also looks at the pros and cons of in-house designed vs. standardized tests.

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Aquilina, P. , Een, J. , Jerome, M. & Quinn, D. (1995). Faculty administrators: The program cohesion. Teachers of English to Speakers of Other Languages Convention Program, 388. (Abstract No. 4442)
Results of a case study at Columbia University looking at how expanded roles of faculty and administrators contributed to greater unity in their ESL program.

Balderston, F. E. (1981). Dynamics of planning: Strategic approaches and higher education. In J. A. Wilson (Ed.), Management science applications to academic administration (pp. 51-61). San Francisco, CA: Jossey-Bass Publishers.
Examines five approaches to improving the decision-making process concerning the future direction of an organization as they apply to situations in higher education administration. The benefits and drawbacks of each approach are discussed as well.

Barnes, G. A. (1992). A model for effective staff development. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages. Vancouver, B.C.: Canada. (ERIC Document-Reproduction Service No. ED 347 829)
The author draws on his own experience setting up an IEP and background literature to demonstrate and support his Interactive Model of Staff Development. The model, applied specifically to an IEP situation, also offers insight into creating an environment in which all positions can contribute to the development of each staff member in an IEP.

Barrett, R. P. (1990). Overview of ESL testing. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 1-8 ). Washington, DC: NAFSA.
Briefly describes some of the tests used for admission to a university and placement in an IEP. Also looks at the future of ESL testing as more ESP-oriented and with greater integration of culture and communicative skills.

Barrett, R. P. (Ed.). (1982). The administration of intensive English language programs. Washington, DC: NAFSA.
A classic and referenced in almost all literature since on IEP administration. Includes articles on the needs of IEP students, IEP faculty, curriculum, testing and evaluation, and research. [Note: According to NAFSA, this book is out of print.]

Barrett, R. P. (1982). A guide to references in ESL methodology for the intensive program. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 77-79). Washington, DC: NAFSA.
A list of materials recommended by the author for setting up a small resource library for IEP teachers. A good beginning but much has been published since that would also be of benefit to teachers.

Barrett, R.P. & Parsons, A. (1985). Quality components of intensive English programs. TESOL Newsletter, 19, 15-16.
Offers a description of the typical Intensive English Program and lays out 10 common characteristics of IEPs. Also shows how a *quality* IEP would fit the characteristics. Succinct but a useful overview of IEPs.

Bens, A. R. (1982). Advising and the intensive course. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 19-25). Washington, DC: NAFSA.
Advice for setting up an advising program in an IEP, and a discussion of the three most vital areas in advising: immigration, academic, and personal advising. Also brings up some possible problems that may come up in advising and offers solutions. Finally it gives 10 guidelines for IEP advisors.

Bensimon, E. M., Neumann, A. & Birnbaum, R. (Eds.). (1989). Making sense of administrative leadership: The "L" word in higher education. Washington, D.C.: School of Education and Human Development, the George Washington University.
This book looks at leadership theory and organization theory as they relate to higher education and administration. It offers a clear explanation of these two theories and how they might be integrated and built on to lead to more effective leadership in higher education. Important to IEP Administration because it explains leadership and management theories, areas in which many IEP administrators feel they are weak.

Bergman, V. , Davidson, J. , Evans, N. , Harshbarger, B. , Jerome, M. , Palmer, I. & Pickett, S. (1995). TESOL, an accrediting agency for IEPs: Pros and cons. Teachers of English to Speakers of Other Languages Convention Program, 228. (Abstract No. 1010)
A session discussing possible outcomes of TESOL becoming an accrediting agency for IEPs. [An audiorecording of this session is available from TESOL.]

Blaber, M. , Carkin, S. , Cummings, S. , Rowe-Henry, A. & Wren, H. Women in ESL/EFL administration: Designing strategies for the future. Teachers of English to Speakers of Other Languages Convention Program, 346. (Abstract No. 3879)
Panel members discuss strategies for effective administration and compare those strategies between men and women. [An audiorecording of this session is available from TESOL.]

Bloomfield, S. D. & Updegrove, D. A. (1981). Modeling for insight, not numbers. In J. A. Wilson (Ed.), Management science applications to academic administration (pp. 93-104). San Francisco, CA: Jossey-Bass Publishers.
Modeling, where management science provides a structured program to help a problem-solver identify a satisfactory solution, is presented as a format to help administrators find greater insight into problems.

Brown, J. D. & Pennington, M. C. (1991). Developing effective evaluation systems for language programs. In M. C. Pennington (Ed.), Building better English

language programs (pp. 3-18). Washington, DC: NAFSA.
An overview of aspects of program evaluation for any ESL or language program. The evaluation process can be viewed as falling into six categories: existing records, tests, observations, interviews, meetings and questionnaires.

Brown, K. , Carkin, S. , Pech, B. , Smith, R. , Stevens, S. & Wallace, B. (1995). The national IEP database project: A progress report. Teachers of English to Speakers of Other Languages Convention Program, 378. (Abstract No. 4328)
Update on work funded by 3 TESOL interest sections to set up a database of information on IEPs.

Bulthuis, J. D. (1986). The foreign student today: A profile. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 19-27). San Francisco: Jossey-Bass Inc.
This article discusses data related to who foreign students are, such as the growth in numbers of international students in American universities and where they come from. It also presents some areas in which international students might have trouble adjusting, such as time, equality in the classroom, etc.

Burris, B. H. & Heydebrand, W. V. (1981). Educational control in the United States. In J. A. Wilson (Ed.), Management science applications to academic administration (pp. 5-25). San Francisco, CA: Jossey-Bass Publishers.
Reviews the history of academic administration in the U.S. from 1600 as a way of understanding the current technocratic system. The authors use the case of Yeshiva University (1974) to analyze the question: Are faculty of a university managers or professionals?

Byrd, P. (1994). Faculty involvement in defining and sustaining the mission and standing of IEPs in U.S. higher education. Journal of Intensive English Studies, 8, 27-35.
Talk presented at a NAFSA Field Service Workshop on Professional Development outlining the need for IEPs to bring faculty who are skilled and knowledgeable into the process of defining the IEP's mission and curriculum.

Byrd, P. & Constantinides, J. C. (1991). Self-study and self-regulation for ESL programs: Issues arising from the associational approach. In M. C. Pennington (Ed.), Building better English language programs (pp. 19-35). Washington, DC: NAFSA.
Presents concerns about the moves by NAFSA and TESOL to standardize self-evaluation projects and turn them into something similar to present accreditation procedures, which are often viewed by the academic world as painful processes.

Byrd, P. , Miller, B. , Perdreau, C. , Pialorsi, F. & Thewlis, S. (1995). A professional print for the IEP in higher education. Teachers of English to Speakers of Other Languages Convention Program, 370. (Abstract No. 4199)
Summary of a NAFSA Field Service workshop on campus-based IEPs. [An recording of this session is available from TESOL.]

Cadieux, R. A. J. & Wehrly, B. (1986). Advising and counseling the international student. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 51-63). San Francisco: Jossey-Bass Inc.
Discusses the similar and unique responsibilities foreign student advisors have in comparison to regular advisors. Suggests that there are special competences that foreign student advisors should have, such as an understanding of other educational systems and a flexibility and openness to cultural differences.

Curry, K. G. (1995, April). Building your program's future through faculty portfolios. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages.
A presentation by the curriculum director at Wichita State University of the portfolio method he uses to evaluate and continue professional development of faculty. Examples of portfolios were available for viewing.

Daesch, R. L. (1982). Student development in the intensive English program. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 51-55). Washington, DC: NAFSA.
Recommends adding a program to develop students' understanding of new environment simultaneous to language classes. This program would also help students move into the social realm.

Daesch, R. L. (1982). The general administration of the IEP. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 7-9). Washington, DC: NAFSA.
An introduction to the types of IEPs (autonomous or integrated) and how they may function within a university. Also details how IEPs can serve the university, through proficiency testing, facilitating cultural exchange, etc.

Dakin, R. F. (1982). The selection of intensive English students. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 11-18). Washington, DC: NAFSA.
Discusses issues related to the student population of an IEP, such as recruitment, admission standards, and balance of same first-language speakers. Also offers pros and cons for all the options offered in addressing these issues.

Davidson, J. O. (1994). Boosting faculty/staff morale at a university-based intensive English program. Intensive English Program Newsletter, 11(2), 6-7.
There are two broad areas into which morale falls: intrinsic and extrinsic factors. The author states that in the IEP situation, extrinsic factors are seen as the more common reasons for low morale, specifically those related to teachers' income and status.

Davidson, J. O. & Mead, L. (1986). Forecasting enrollment in intensive English language programs. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages. Anaheim, CA. (ERIC Document Reproduction Service No. ED 271 969).
Presents the method the authors used in their own IEP situation to try and predict student enrollment. Their method looked at the total student population, new and former students, and geographical areas from which the majority of students came. Very easy to understand and displays their predictions over five years of using the formula.

Dickson, G. L. (1991). Developmental theory and organizational structure: An integration. NASPA Journal, 28(3), 202-215.
This article, from a student affairs journal, gives examples of reassigning roles in student affairs that allow for greater contributions and creativity on the part of all workers. Relates to themes in IEP administration such as service to students, lack of cohesion and ad hoc growth of the organization.

Dixon, R. G. (1982). The amenities, opportunities, and conveniences in a new home. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 27-31). Washington, DC: NAFSA.
Views the housing, medical and learning experiences necessary and useful for new students. Also offers what the author feels are minimum guidelines for helping students settle in.

Douglas, D. (Ed). (1990). English language testing in U.S. colleges and universities. Washington, DC: NAFSA.
Although this book pertains more to regularly admitted international students, there is a strong relationship of those students to IEP students, especially to those in university-based IEPs. An IEP administrator would need to be knowledgeable in admission procedures and requirements, especially if the IEP is involved in any testing for the university. All chapters included but seven, which deals with International Teaching Assistants.

Dussard, E. , Francis, L. P. , Harshbarger, W. , Hind, J. & Juzkiw, I. (1995, March). ESL program directors' roles and responsibilities: How they differ. Colloquium at the annual convention for Teachers of English to Speakers of Other Languages,

Long Beach, CA.
Five directors of IEPs, both university-based and private, presented their roles and responsibilities in their programs. Questions were taken afterwards. [An audiorecording of this session is available from TESOL.]

Edwards, D. D. (1991). A survey of selected intensive English programs on the campuses of higher education. Research paper for Master of Education, Texas A & M University. (ERIC Document Reproduction Service No. ED 344 455)
Eight IEPs were studied (7 in TX, 1 in SC) using a 3 page questionnaire used in interviews with directors. The article offers a summary of the characteristics of the eight IEPs and how they function.

Eskey, D. E., Lacy, R. & Kraft, C. A. (1991). A novel approach to ESL program evaluation. In M. C. Pennington (Ed.), Building better English language programs (pp. 36-53). Washington, DC: NAFSA.
Uses the ALI at USC as an example that evaluation and use of an IEP is not necessarily limited to the students attending the program.

Eskey, D. E. (1982). Faculty. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 39-44). Washington, DC: NAFSA.
Discusses staffing issues, especially the part-time vs. full-time controversy, and takes a look at the special needs of teachers-in-training, all as they relate to the the responsibilities of the IEP administrator.

Faerman, S. R. & Quinn, R. E. (1985). Effectiveness: The perspective from organizational theory. Review of Higher Education, 9(1), 83-100.
Looks at a model, called the competing values framework, as a way of improving the effectiveness of the administrative process in education. It's not offered as model for all, rather as a guideline for figuring out the best administrative model for effectiveness in one's own organization.

Faraj, A. H. (1987). The role of the dean in an EFL program: A case study. College Teaching, 35(1), 26-28.
Personal account of the author's experiences as a dean at King Saud University. He looked at his role in bringing about change in their English program to propose ideas for other deans. The dean is seen to be especially important to act as a liaison between administrators and between teachers.

Forster, D. & Poulshock, J. (1995). Learning to manage in TESOL: Fundamentals of administration. Teachers of English to Speakers of Other Languages Convention Program, 289. (Abstract No. 3113)
Discussion of the basic knowledge and skills needed by administrators in the field of TESOL. [An audiorecording of this session is available from TESOL.]

Fox, R. P. (1991). Evaluating the ESL program director. In M. C. Pennington (Ed.), Building better English language programs (pp. 228-240). Washington, DC: NAFSA.
Uses 10 points from Neugebauer's "The Well Director" to see how they might apply to an IEP administrator. Reiterates that evaluation is meant to discover weaknesses and ways to improve upon them, not to penalize.

Fox, R. (1988). ESL program administration in higher education. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 303 045)
Overview of the responsibilities of a director of an IEP. Same points as made in Barrett's book, but Barrett covers it more thoroughly.

Gaffney, J., & Mason, V. (1983). Rationalizing placement and promotion decisions in a major ELT program. TESOL Quarterly, 17, 97-108.
An explanation of Kuwait University's attempt to improve the English program by standardizing placement and assessment tests, and by requiring more consistent content and instruction from the teachers.

Genesee, F. (1994). President's message: Assessment alternatives. TESOL Matters, 4(5), 3.
An article written by the present president of TESOL comparing the psychometric approach to language testing (old paradigm) with currently evolving approaches, which the author calls classroom-referenced assessment. Makes the point that these are complimentary to each other and neither should be considered exclusive.

Grosse, C. U. & Lubell, D. (1984). A cross program evaluation of major intensive English programs. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages. Houston, TX. (ERIC Document Reproduction Service No. ED 246 660)
Mainly tables showing the 41 received responses from IEP directors to questions on program size & structure, tuition, curriculum, faculty, program strength, and areas for development. Primarily displays data without much analysis.

Gunn, B. (1990). Political systems vs. management systems in collegiate organizations. Innovative Higher Education, 15(1), 73-82.
This article reviews the history of political systems as dominant in academia and shows why thess systems are now counterproductive. It offers a clear description of the two systems of management and offers good arguments to support his opinion. It relates to IEPs in that his group/task oriented management system comes from a philosophy similar to that found in the field of ESL and IEP

Administration.

Haas, G. J. (1990). English language testing: The view from the admissions office. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 9-18 ). Washington, DC: NAFSA.
It seems that the admissions office needs to be familiar with the tests of English that may be submitted by international students. They must learn how to interpret and decide on acceptable scores, and this should be done in conjunction with ESL professionals.

Hall, R. H. (1981). Contemporary organizational theory and higher education: A mismatch. In J. A. Wilson (Ed.), Management science applications to academic administration (pp. 41-61). San Francisco, CA: Jossey-Bass Publishers.
Looks at aspects of organizational theory (goals, certainty, connectedness) as they exist in higher education. Then uses these difference from business to argue against the use of organizational theory in higher education administration.

Harris, M. (1991). Solutions and trade-offs in writing center administration. Writing Center Journal, 12(1), 63-79.
Although this article is not specifically related to IEP Administration, it describes in detail the responsibilities and problems faced by Writing Center directors. They are very similar to what IEP directors face: being unprepared for the position, being reviewed for tenure by people who may not understand your position, a lack of understanding on the campus of what you do, etc..

Harshbarger, B. (1994). TESOL task force urges accreditation of intensive English programs. NAFSA Newsletter, 45(6), 1 & 28-31.
This article provides a brief history of the TESOL task force that took up a study of the feasibility of TESOL becoming an accrediting agency for IEPs. It also states some of the reasons why IEPs may need to be accredited or may feel threatened by it. Finally the author makes the point that change is inevitable and the government may step in if the field does not provide its own accrediting agency.

Henniger-Chiang, T. , Marcelino, D. , Murphy, J. & Soghikian, S. (1995). From hiring to firing: The program administrator's dilemma. Teachers of English to Speakers of Other Languages Convention Program, 229. (Abstract No. 1013)
Four administrators present their views on faculty and staff employment issues. [An audiorecording of this session is available from TESOL.]

Henning, G. (1990). Interpreting test scores. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 82-90). Washington, DC: NAFSA.
Issues of reliability and validity as they relate to interpreting test scores are explored. Helpful to people using test scores as a measure of proficiency to make sure the interpretation is as accurate as possible.

Henrichsen, L. (1994). Conducting an ESL program self-study: 20 lessons from experience. TESOL Journal, 3(4), 8-13.
Twenty recommendations to consider when undertaking a program self-study, developed from the experiences of the author while at the ELI at Brigham Young University.

Hughey, J. (1990). ESL composition testing. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 51-67). Washington, DC: NAFSA.
Looks at different methods of testing writing skills (direct vs. indirect) and takes an in-depth look at the MELAB writing test and the TWE. Discusses the need to have appropriate tests for the skills that are being examined.

Hussein, A. (1995). Preparation of administrators for English as a second language. Teachers of English to Speakers of Other Languages Convention Program, 288. (Abstract No. 3102)
Results of a study looking at preparedness of ESL administrators and a discussion of how programs are preparing new administrators. [An audiorecording of this session is available from TESOL.]

Imamura, S. (1982). Student management. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 33-37). Washington, DC: NAFSA.
Looks at some of the issues in student management from an IEP perspective: failure to enroll, absenteeism, tardiness, homework and general rules of conduct. Offers parameters for each area and suggestions for implementing policies.

Jenks, F. L. (1991). Designing and assessing the efficacy of ESL promotional materials. In M. C. Pennington (Ed.), Building better English language programs (pp. 172-188). Washington, DC: NAFSA.
Discusses the types of promotional materials that IEPs can use, and offers suggestions for making them more effective.

Katz, R. L. (1974). HBR Classic: Skills of an effective administrator. Harvard Business Review, 52(5), 90-102.
Apparently a very important article on administration and the skills needed to be an effective administrator. Perhaps the first article to break down the skills into three categories: technical, human, & conceptual. The 1974 retrospective on the 1955 article focuses mainly on how the author has come to see a greater interrelationship between all the skills than before. [Note: Written in 1955, reprinted in 1974 with a retrospective from the author providing further discussion of the skills of an administrator.]

Kennedy, C. (1988). Evaluation of the management of change in ELT projects. Applied Linguistics, 9(4), 329-42.
Uses concepts from innovation theory and relates them to the process of change within ELT Project Management. Defines some of the key roles people play in the process and expresses the complexity of the theory as well.

Larsen, D. (1990). A survey of curriculum items in intensive English programs. Journal of Intensive English Studies, 4, 47-57.
The results of a survey looking at what IEPs are including in their curriculums.

Longenecker, W. E. (1982). Incorporating English for special purposes programs into an on-going intensive program. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 57-67). Washington, DC: NAFSA.
An example of incorporating an ESP program into the ELI at Oregon State University, from the perspective of the administrator's responsibilities.

Lynch, B. (1990). A context-adaptive model for program evaluation. TESOL Quarterly, 24(1), 23-42.
This article introduces a 7-step program for evaluating language teaching programs. It uses examples from the University of Guadalajara's REST program (Reading English for Science and Technology). Each step is illuminated with examples, as the author hopes the model will be generalizable to most situations.

Madsen, H. S. (1990). Standardized ESL tests used in U.S. colleges and universities. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 27-40). Washington, DC: NAFSA.
Offers descriptions and evaluations of standardized tests that are common in the U.S. They are divided into three categories: those used for general admission, oral proficiency tests, and writing proficiency tests.

Marion, P. B. (1986). Research on foreign students at colleges and universities in the United States. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 65-82). San Francisco: Jossey-Bass Inc.
A review of research on foreign students at American colleges and universities. 10 pages of references at the end provide a good beginning for exploring this subject further.

Matthies, B. F. (1991). Administrative evaluation in ESL programs: How'm I doin'? In M. C. Pennington (Ed.), Building better English language programs (pp. 241-256). Washington, DC: NAFSA.
Just as professors need to be reviewed for tenure, this article looks at the need for IEP directors to keep up-to-date through evaluation. By reflection and

evaluation the director and staff can work to make the program better.

Matthies, B. F. (1984). The director's job skills in intensive English programs. American Language Journal, 2(1), 5-16. (ERIC Document Reproduction Service No. ED 248 691)
Describes a survey responded to by 177 IEP directors, outlining the skills they feel are essential to be an effective IEP director. The answers from the directors about personal strong and weak points provide insight into the skills that directors feel they lack in taking on such positions. Also includes interesting demographics about respondents (gender, rank and highest degree held).

Mead, L., Davidson, J.O. & Hanna, M.E. (1986). Forecasting enrollment in intensive English programs. TESOL Newsletter, 20, 14-16.
Suggests ways to use computers and database programs to help forecast student enrollment. Basically a summary of the article Forecasting enrollment in intensive English language programs (see Davidson in this bibliography).

Middlebrook, G. C. (1991). Evaluation of student services in ESL programs. In M. C. Pennington (Ed.), Building better English language programs (pp. 135-154). Washington, DC: NAFSA.
Discusses the need to provide student services in an IEP and specifies the need for on-going orientation. Areas which need to be covered are advising, employment, financial aid, housing, health services, and others.

Munsell, P. E. (1982). An ESL administrator looks at research. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 99-105). Washington, DC: NAFSA.
Introduces the importance of administrators always being involved in some kind of research, and offers guidelines for executing research. Also suggests some possible research topics.

North, S. M. (1984). The idea of a writing center. College English, 46(5), 433-446.
Discusses the role of the Writing Center in a university and the image problems and biases encountered from faculty, especially those in the English department. Related to IEPs in that the low status of Writing Centers on campus is similar to that of IEPs on a university campus.

Ochoa, C. B. (1994). AAIEP evaluates program self-appraisals. NAFSA Newsletter, 45(6), 32-33 & 48.
Presents the efforts by AAIEP (American Association of Intensive English Programs) to begin standardization among IEPs by instituting self-appraisal procedures. The completion of such is now a requirement for membership in AAIEP, but the author points out that there is still a need for an accrediting body.

Olson, G. A. & Ashton-Jones, E. (1988). Writing center directors: The search for professional status. Writing program administration, 12(1-2), 19-28.
Presents results of 188 responses by freshman English directors to a questionnaire focusing on directing a writing center. The results showed that English directors see the primary goal of Writing Center directors to be administrative, with little belief that scholarly work and teaching is part of the position. Author proposes that it is very important for Writing Center directors to be given equal status to freshman English directors.

Osburne, A. G. (1992). Situational leadership and innovation in the ESOL classroom. Journal of Intensive English Studies, 6, 51-60.
This article introduces a management theory, situational leadership, to the ESL classroom as a way to classify the appropriate behavior of teachers as they correspond to the readiness of their students to accept innovation and change.

Palmer, I. C. (1984). The ethics of test preparation at intensive English language programs (Report No. FL 014 587). (ERIC Document Reproduction Service No. ED 248 727)
Looks at the TOEFL test and its function within IEPs, as well as at student and program attitudes towards TOEFL. The article tries to find a balance between studying English and studying for exams, and offers advice on how to find the best balance for each program.

Pankowski, M.L. & Maurice, K. (1986). Intensive English language programs: Continuing education's foreign cousin. The Journal of Continuing Higher Education, 34(2), 13-16.
Compares IEPs and Continuing Education, showing many similarities, especially problems with balancing quality of instruction with finances, and status in the academic community. Also acknowledges differences such as cultural misunderstandings and dominant L1s in the classroom.

Pennington, M. C. (Ed.). (1991). Building better English language programs. Washington, DC: NAFSA.
A collection of articles by different authors on aspects of language programs, such as evaluation of the program & curriculum, services for the students, and reviewing the performance of staff & faculty. Perhaps, with White's book, the most complete information about IEP administration available.

Pennington, M. C. (1984). Effective administration of an ESL program. In Larson, P., Judd, E.L. & Messerschmitt, D.S. (Eds.). On TESOL '84: A brave new world for TESOL. Washington, D.C.: TESOL. (Also available from ERIC, Document Reproduction Service No. ED 274 166)

Good review of the general literature on administration and provides a clear outline of skills IEP administrators need to be effective in their role. Helpful examples of typical problems IEP administrators might face.

Pennington, M. C. (1983). ESL administrators and teachers: Getting together on the curriculum. TESOL Newsletter, 17, 30-31.
Brief discussion of the differences in personality and approach to teaching of administrators and teachers that need to be taken into account when designing a curriculum, and the need for these two groups to work together to be effective.

Pennington, M. C. & Brown, J. D. (1991). Unifying curriculum process and curriculum outcomes: The key to excellence in language education. In M. C. Pennington (Ed.), Building better English language programs (pp. 57-74). Washington, DC: NAFSA.
Presents a model for curriculum development consisting of needs analysis, objectives, testing, materials, teaching, and simultaneous evaluation.

Pennington, M. C. & Young, A. L. (1991). Procedures and instruments for faculty evaluation in ESL. In M. C. Pennington (Ed.), Building better English language programs (pp. 191-227). Washington, DC: NAFSA.
Reviews methods for faculty evaluation and recommends process for combining them to meet a program's specific needs.

Perdreau, C. (1994). Roles, responsibilities, and priorities of the intensive English program. Journal of Intensive English Studies, 8, 1-25.
Gives a little history of IEPs and covers many areas pertaining to current issues affecting IEPs today, such as the role of IEPs, accreditation, and status in the academic community.

Pialorsi, F. (1994). Developing a course in language program administration. Journal of Intensive English Studies, 8, 87-91.
Briefly describes the author's course in language program administration, including topics covered in the course and a list of some of the readings. The intention of the author to update the Barrett book is mentioned, as well as areas the update will cover.

Ponder, R. & Powell, B. (1991). Creating and operating a statistical database for evaluation in an English language program. In M. C. Pennington (Ed.), Building better English language programs (pp. 155-171). Washington, DC: NAFSA.
Discusses options in setting up statistical database systems for evaluative purposes as they relate to four different cases the authors present as typical.

Pyle, K. R. (Ed.). (1986). Guiding the development of foreign students. San

Francisco: Jossey-Bass.
An excellent introduction to the status and role of international students in American higher education. Important for explaining what the Foreign Students' Office of a university is involved with, and provides information to bridge the gap between IEPs and Foreign Student Offices. Is of particular value to the student services staff in an IEP.

Reasor, A. W. (1986). Dominant administrative styles of ESL administrators. TESOL Quarterly, 20, 338-343.
Survey of ESL administrators (103 responded). Looked at background and administrative styles of ESL administrators (2 instruments). Discussed how administrative style may characterize tasks most suitable to an administrator's personality and personal preferences.

Reiff, R. F. & Kidd, M. A. (1986). The foreign student and student life. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 39-49). San Francisco: Jossey-Bass Inc.
Suggests that universities have prearrival and on-going orientation for the international student in addition to campus orientation. Also offers ideas for intercultural exchange on campus among students (international fairs & talent shows, discussion groups, etc.).

Robinett, B. W. (1989). A central administrator's perspective. Journal of Intensive English studies, 3, 1-14.
Personal reflections on switching from the role of teacher to administrator and what IEPs must do to retain their quality.

Roy, R. R. (1958). The Administrative Process. Baltimore, MD: The Johns Hopkins Press.
A bit old, but offers a clear view of the administrative process. Best for those interested in where the format of present-day administration originated. Referenced in several articles on this list.

Saltzer, M. G. (1982). The evaluation of an intensive English program. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 89-97). Washington, DC: NAFSA.
Offers different perspectives from which one can evaluate a program (students, administrators, etc.) and insight into what needs to be reviewed in a program evaluation, but does not take a stand on any issues. Just brings up the questions.

Schlessman-Frost, A. & Saunders, T. F. (1993). Freedom of inquiry in intensive English programs: Some ethical considerations. Journal of Intensive English Studies, 7, 95-98.

This paper, part of a panel discussion at the Fourth Annual Roundtable of the Center for English as a Second Language, discusses the need to balance the desire of teachers to conduct research with the rights of the students to privacy.

Sheehan, J. H. (1982). The ESL learning laboratory. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 69-75). Washington, DC: NAFSA.
Out-of-date because technology for educational purposes has made many gains in the interim 12 years. Only a minor portion is spent on CALL; most discussion focuses on the audio language lab. Brings up some good points about the lab's fit into the program and ways for teachers to make use of a language lab.

Spaventa, L. J. & Williamson, J. S. (1991). Participatory placement: A case study. In M. C. Pennington (Ed.), Building better English language programs (pp. 75-97). Washington, DC: NAFSA.
The authors use an actual language program as an example to address the problems in placement testing. Reducing test time and changing the oral interview format led to better placement decisions for this particular IEP.

Spees, E. C. & Spees, E. R. (1986). Internationalizing the campus: Questions and concerns. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 5-18). San Francisco: Jossey-Bass Inc.
The authors present a plan to model campuses after the UN and thus strive for cultural understanding. They also explain why and how a campus should internationalize.

Staczek, J. J. & Carkin, S. J. (1984). Intensive English program fit in traditional academic settings: Practice and promise In Larson, P., Judd, E.L. & Messerschmitt, D.S. (Eds.). On TESOL '84: A brave new world for TESOL. Washington, D.C.: TESOL. (Also available from ERIC Document Reproduction Service No. ED 274 187)
Discusses where IEPs are and should be in the university, and also looks at the secondary status universities often afford IEPs and their faculty. Authors argue for higher education to recognize the status of international students in their institutions and to give the students and faculty who teach them equal status in the university.

Stoller, F. L. (1994). Change is inevitable, but innovation is desirable in intensive English programs. TESOL Matters, 4(4), 9.
Summary of second part of author's IEP study. This part includes ideas taken from follow up interviews with three of the participating IEPs.

Stoller, F. L. (1992). Taxonomy of IEP innovations. Journal of Intensive English

Studies, 6, 1-26.
The author received 43 responses to a survey asking directors of IEPs to describe 2 major innovations they have successfully implemented in the last 5 years. This article categorizes and presents those innovations submitted by respondents.

Stoller, F. L. (1988). IEP administration: A place to begin in the literature. Journal of Intensive English Studies, 2(1), 1-14.
Gives advice to administrators and others who desire to familiarize themselves with the literature available on IEP administration and administration in general.

Stoller, F. L. & Christison, M. A. (1994). Challenges for IEP administrators: Liaison with senior-level administrators and faculty development. TESOL Journal, 3(3), 16-20.
This article addresses some of the problems IEP administrators may have with university administration and offers suggestions for smoother relations/contact. It also gives suggestions for faculty development.

Stover, A. D. (1993). Freedom of inquiry in the IEP environment. Journal of Intensive English Studies, 7, 92-94.
This text of a paper that was part of a panel discussion at the Fourth Annual Roundtable of the Center for English as a Second Language discusses the need for classroom-centered research as a way to lend credibility to teachers' ideas and intuitions.

Stoynoff, S. (1993). Ethics and intensive English programs. TESOL Journal, 2(3), 4-6.
Presents and discusses some of the difficult ethical decisions facing IEP administrators, such as keeping student information confidential and balancing IEP advertisements with both enthusiasm and honesty.

Stoynoff, S. J. (1989). Successfully implementing educational change and innovation. Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages. San Antonio, TX. (ERIC Document Reproduction Service No. ED 306775)
Talks about problems in instituting change in any educational organization, but with an emphasis on ESL organizations. This article brings in a lot of background information on innovation theory which is both revealing and comprehensible. It finishes up with 10 suggestions for implementing change.

Taylor, B. P. (1982). Curriculum design and the selection of teaching materials. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 45-50). Washington, DC: NAFSA.
Discusses issues involved in planning a total IEP curriculum including who the

teachers are (ft/pt/new/trained), enrollment fluctuations, the philosophy of the program, and how to either integrate or separate the language skills.

TESOL (1989). Statement of core standards for language and professional programs. Teachers of English to Speakers of Other Languages.
A set of standards for IEPs and other ESL services determined by the TESOL organization.

Thackaberry, M. D. & Liston, A. (1986). Recruitment and admissions. In K. R. Pyle (Ed.), Guiding the development of foreign students (pp. 29-37). San Francisco: Jossey-Bass Inc.
Offers stories of misrepresented programs and lack of preparation on the part of a university for the special needs of international students. It also expresses the need for all staff involved with international students to be familiar with the special needs and requirements of international students.

Tierney, W. G. (1988). Organizational culture in higher education. Journal of Higher Education, 59(1), 2-21.
Explores organizations as cultures and discusses how the culture of each organization has to be taken into account when assessing/changing any aspect of the organization. Apparently a new but growing concept in the business community within the last 15 or so years. Applicable to IEPs in its recognition of each situation as having a distinct culture and thus distinct needs.

Topley, J. (1990). Enhancing the impact of professional administrators on tertiary education. Journal of Tertiary Education, 12(2), 339-352.
Paper given at the opening of the Australasian Institute of Tertiary Education Administrators' Annual Conference. Covers traditional lack of preparedness on the part of tertiary administrators, and offers suggestions for creating more focused administrative professionals. Also explores differences between teaching and administrative positions, and gives advice on how to make the cross-over personnel more effective.

Torrington, D. & Weightman, J. (1985). Teachers and the management trap. Journal of Curriculum Studies, 17(2), 197-205.
Not specific to the IEP situation--just schools in general. Brings up question of applying business concept to school management.

Waldo, M. L. (1990). What should the relationship between the writing center and writing program be? Writing Center Journal, 11(1), 73-80.
Looks at often misunderstood relations between the Writing Program and the English Department. Pertinent to IEPs as WC's are often a unit apart from regular university departments and many faculty don't quite understand its

purpose and functions.

White, R., Martin, M., Stimson, M. & Hodge, R. (Eds.) (1991). Management in English language teaching. Cambridge: Cambridge University Press.
This book, unlike those of Pennington and Barrett, is not compiled of articles by different authors. The authors provide a handbook for ESL teachers who are making the transition to administration. It is a very good beginning and although it's written from a British perspective it is still pertinent to U.S. situations. It's a particularly good resource for information on the marketing and financial side of the English Language Teaching business.

White, R. V. (1987). Managing innovation. ELT Journal, 41(3), 211-218.
Looks at ELT as a service industry and uses ideas from management practice and education to outline successful ways to bring about change and innovation.

Wilson, J. A. (Ed.). (1981). Management science applications to academic administration. San Francisco, CA: Jossey-Bass Publishers.
A look at management science and other business related theories of organization as they pertain to higher education administration. The chapters covered in this bibliography are 1, 3, 4 and 7 as they have the most information to offer IEP administrators.

Winskowski-Jackson, C. (1991). Evaluation of culture components in ESL programs. In M. C. Pennington (Ed.), Building better English language programs (pp. 98-117). Washington, DC: NAFSA.
Outlines the need for culture to be part of the language program, and gives examples of areas that can be covered to help the students assimilate.

Zikopoulos, M. (Ed.). (1993). Open doors 1992/93: Report on international educational exchange. Institute of International Education. New York: NY. (ERIC Document Reproduction Service No. ED 366 233)
Statistics regarding the enrollment of international students in U.S. institutions of higher education. Published every two years.